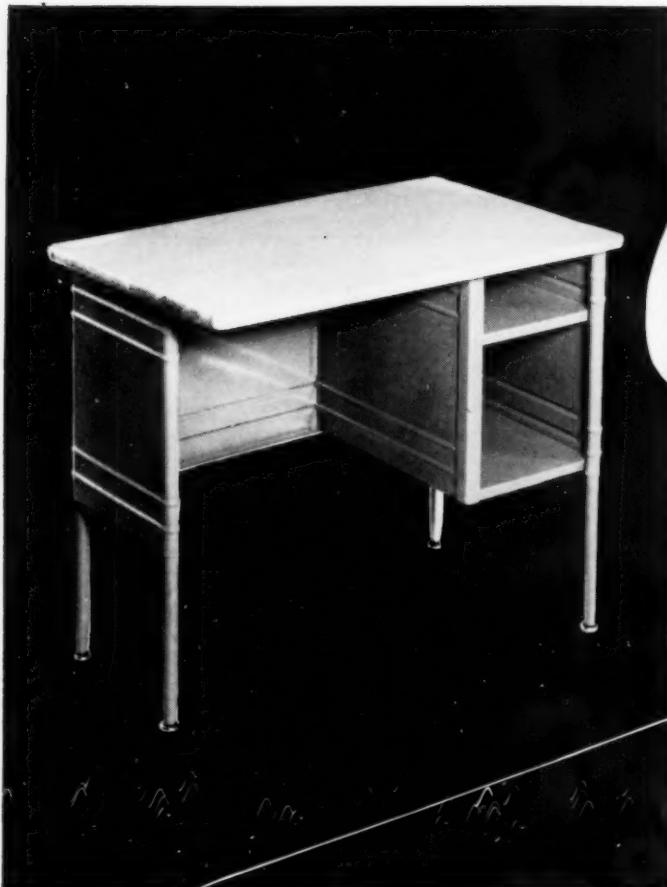


JANUARY 1953

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School and Community





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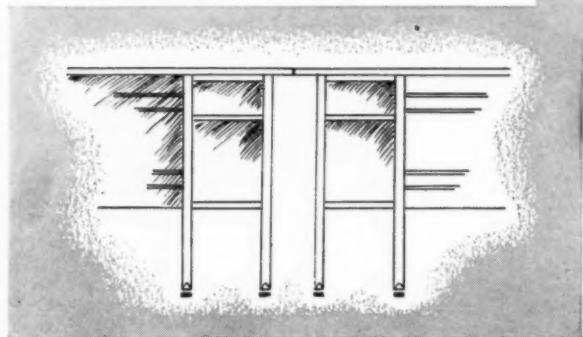
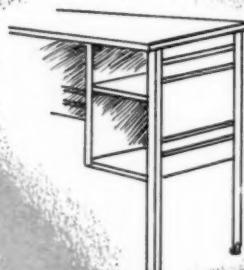
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C ontents

FEATURES

Public School Retirement System	8
Appraising the Honor Rolls	9
Learning By Doing	
Jaunita Clift and Francis Shepard	10
Why Aren't the Asians Our Friends Z. F. Pfost	11
Can We Increase Teaching Prestige	
M. Margaret Stroh	13
School Camping in Sherwood Forest	16
There Are Owls! Donald Ray Miller	18
Help Them Understand About Polio	19

DEPARTMENTS

Spice Up Your Teaching	4
New Faculty Members	6
Important Events	7
Secretary's Page	15
Items of Interest	22
Deaths	29
Yours for the Asking	30
Editorials	32
Dr. Inks Franklin	



THE COVER

May the peace and solitude depicted by this month's cover pervade the heart and souls of all who inhabit our globe and may the true friendship in our hearts bind us as close together as one snowflake is bound to another.

—Photo: Massie, Mo. Resources Div.

Send all Contributions to the Editor

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Rice and beans and the Ed.D.



The young teacher walked away from the door where she had been greeting her pupils' parents. Taking her place beside her desk, she smiled a welcome, opened her mouth to speak, then closed it as a worried look spread over her face.

As though on signal, a woman from a front desk stepped up beside her and nodded reassuringly. With a smile, the teacher began a talk on her children's food habits, halting briefly between sentences while the other woman, her interpreter, translated into Spanish for the benefit of most of the parents.

RESEARCH IN TEACHING NUTRITION EDUCATION

Language was only one of the problems met and overcome in this New York City school, which served as a laboratory for the development

The story of the 5-year research in nutrition education undertaken by Columbia University's Teachers College and New York City's school system, assisted by General Mills.

of training courses in nutrition education for graduate students.

The project began in 1947. Teachers College provided the staff, headed by Professor of Nutrition Dr. Clara Mae Taylor, and the graduate students. The New York school system co-operated. A local nutrition committee recommended the laboratory school. Various community groups participated. And financial assistance and a number of teaching aids were supplied by General Mills.

A SCHOOL FULL OF REAL NUTRITION PROBLEMS

The school's children were drawn from New York's crowded Upper West Side, an area of mixed incomes and many nationalities. They represented 43 different national backgrounds—65% Spanish-speaking.

All too evident in the children's appearance and attitudes were the signs of malnutrition. Inherited eating habits, and cold economics, made beans and rice the average staple diet.

There was no doubt about the need for better eating habits—or the corresponding opportunities for learning to teach them.

THREE LINES OF RESEARCH, DEVELOPED CONCURRENTLY

One objective of the project was obvious: to learn how much could be accomplished by regular grade teachers in teaching good eating habits. Teaching methods had to be developed for integration of nutrition in regular classroom subjects. Special nutrition projects were also planned. The most effective methods of using nutrition education materials were studied.

Teaching experiences that teachers and children would enjoy were essential. First graders, for example, grew grass for baby chicks and thus learned the importance of green foods for boys and girls.

Sixth graders tested different diets on guinea pigs, reported the advantages of an all-around good diet to their classmates. Activities were graded from kindergarten through



the sixth grade, and provided continuous learning experiences.

School lunches, both bought and brought, were a natural field of study. One result was a revision of the school's lunch room policies and facilities. Parent understanding and co-operation were vital, so regular parent classes in nutrition were organized, and well attended.



TEACHING TEACHERS TO TEACH NUTRITION

The second objective was a workable teacher-education program. How much background in nutrition must the teacher have? What materials should she know, what projects should she be prepared to organize?

An unused room at the school was developed into a nutrition center for teacher training. Here the Teachers College staff and students conferred with the classroom teachers, developed training procedures. The graduate students undertook the project of equipping and decorating the center, and of supplying it with exhibits to stimulate the pupils' interest in nutrition.

The school principal, doctor and nurse all were enlisted in this program, and teachers from nearby schools invited to participate.

DEVELOPING LEADERS IN NUTRITION EDUCATION

The third objective of the project was the development of course material for Teachers College graduate students—training that would earn credits toward graduate degrees, and

fit them for leadership in other nutrition-education programs throughout the nation.

Each year, six to eight students were enrolled in the project, and given the opportunity to help develop their own courses. They observed in the classrooms, participated in the teacher training. They helped set up a nutrition-education laboratory at Teachers College, helped equip it with source materials, and with teaching aids provided by General Mills and others. They helped staff the laboratory to assist the teachers from many countries who have visited it.

RESULTFUL RESEARCH— AFTER 5 YEARS

Satisfying results have been attained in all three of the project areas.

An important new field of graduate study in education and public health has been charted, and three new courses established at Teachers College. Graduates of the project—including America's first Ed.D. in Nutrition Education—have gone out



as leaders in health and education departments in several states.

Teachers trained in the laboratory school are equipped to carry on nutrition education on their own, and classroom programs have developed in 10 other New York schools.

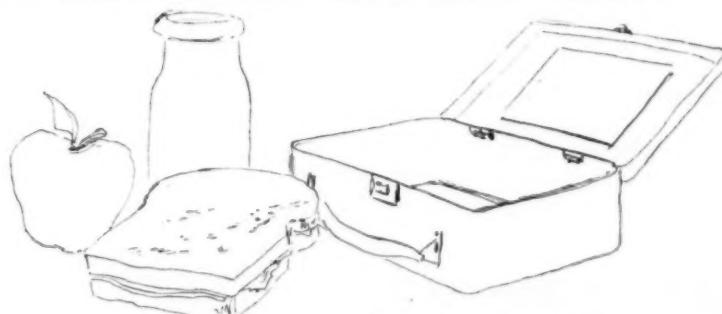
In the city's Upper West Side, a new pattern of eating habits has been started. Healthier appearance and a new alertness are noticeable in the laboratory school's pupils. The foods they eat in the lunch room—and what they bring in their lunch boxes—show that pupil and parent nutrition education is having an effect on family attitudes toward food.

NUTRITION-EDUCATION AIDS OFFERED

More and more nutrition-education programs and projects are getting under way throughout the nation, as the need and the possible results become widely known.

Are you giving special emphasis to nutrition education in your school, or your class? Reports on the experiences of others in this field, and the General Mills teaching materials used at Teachers College and elsewhere, are available without charge. Just mail the coupon below, filling in the pertinent information.

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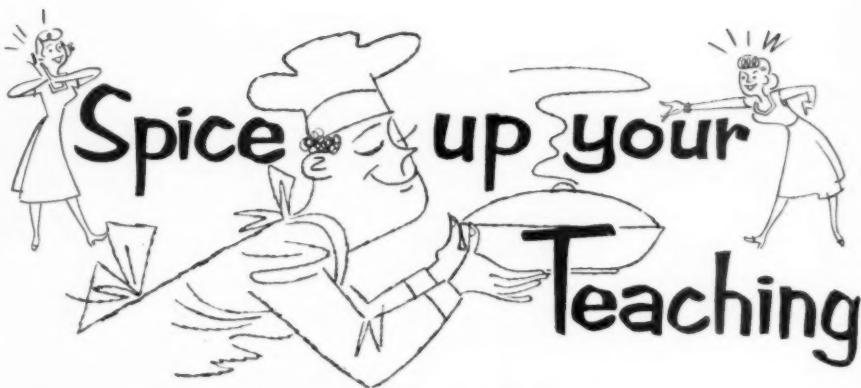
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CREDIT INSURANCE

Consumer credit insurance data is explained in a new booklet, "How Consumer Credit Insurance Protects You and Your Family." The booklet tells the benefits of credit insurance in family security.

Copies of the brochure may be had free of charge through the Consumer Credit Insurance Association, Bell Building, Chicago, Ill.

GEOGRAPHY

The National Council of Geography Teachers is offering in pamphlet form two professional papers on geography education.

The publications, "Geography and Conservation Education" and "A Survey of Academic and Professional Preparation of Critic or Supervisor of Student Teaching in the Field of Geography", are available through the NCGT for 50 and 25 cents a copy, respectively.

Send orders to Miss Ina C. Robertson, NCGT secretary, State Teachers College, Valley City, North Dakota.

SOCIAL STUDIES

YEARBOOK PUBLISHED

An aid to successful teaching of the social studies has been published by the National Council for the Social Studies.

The Council offers a paper bound edition of its yearbook, "The Teacher of the Social Studies", for \$3. Cloth bound editions are \$3.50.

The book deals with pre-service education in this field, problems of the social studies teachers and suggestions for in-service training.

Orders may be sent to the National Council for the Social Studies, NEA, 1201 Sixteenth St., N.W., Washington 6, D.C.

BOOK TO AID TEACHERS OF MENTALLY RETARDED

Another aid to teachers in search of new ways to help mentally retarded children in school is the 54-page booklet, "The Severely Retarded Child Goes to School," which has recently been published by the Federal Security Division of the Office of Education.

This publication tries to help the teacher identify the children who should be served, to show how to fit them into special education programs and at the same time into the total

educational services of the school, how to select and plan classroom activities for these children, how to select teachers, and how to deal with administrative problems that will arise.

The booklet is available through the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Price, 20 cents.

OFFERS 50-YEAR LITERATURE REVIEW

A review of the past 50 years in American literature is given in the new National Council of Teachers of English publication, "The Last Half-Century in Literature."

The pamphlet is an account of a symposium conducted before the Ohio College English Association. It contains texts of speeches by professors at the Ohio universities on the novel, poetry, literary criticism, drama and literary scholarship during the past five decades.

It is available from the National Council, 211 West 68th Street, Chicago 21, Ill., at 60 cents a copy.

HEALTH MATERIALS

The University of Texas is offering teachers a free kit of materials for use in planning and producing a series of health quiz programs for schools.

The series, entitled "Healthy Living in Our Country", features the elementary school children of a community and is designed to stimulate interest in health.

Materials included in the kit are a volume of 30 radio scripts, a teacher's manual outlining each program, a parent's guide, and an evaluation report explaining planning, utilization and results of the series.

The kit is available through Gale R. Adkins, Bureau of Research in Education by Radio, University of Texas, Austin, Tex.

TV MANUAL

Television as a visual aid to education is rapidly becoming a reality and the Federal Security Agency of the Office of Education has produced a pamphlet which will be a great aid to schools planning to use TV in their educational programs.

This pamphlet, "Television in our Schools", is the first in the field produced by the Office of Education. It deals with television's role in education

and current and possible uses of TV.

The booklet is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Price, 15 cents.

NEW FILMSTRIPS LISTED IN CATALOG ADDITION

The Society for Visual Education has published an eight-page supplement to its Educational Filmstrip Catalog. The supplement includes new filmstrips and slidesets which have been added to the S.V.E. library since release of the catalog.

Information is included on 19 filmstrips produced by Life Magazine which are distributed by S.V.E. dealers. The supplements are available free of charge from the Society of Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Ill.

DEVELOPING INDEPENDENCE

What can grade school children do when the teacher is not working side-by-side with them? This at times becomes a problem, and "Can Children Work Independently," a new bulletin by the Association of Childhood Education International, suggests how and why children should develop independence.

Ideas, materials and interests are suggested which all elementary school age children can carry on.

The bulletin can be purchased from the Association for Childhood Education International, 1200 15th Street, N.W., Washington 6, D.C. at 75 cents a copy.

ARTICLES BRING KOREA CLOSER TO CLASSROOM

Korea is very much in the minds of most Americans and it can become even more so to children in the classroom with material provided by the Korean Pacific Press.

The Korean Pacific Press will send free of charge material which will show the lives and customs of these peoples. Close study will show that the Koreans are a warm-hearted people with a quick wit, gay sense of humor, an ancient culture, and a strong desire for both independence and peace.

This material includes book lists on Korea, stories on the Korean educational system, religion, police and politics, economy, songs and games.

Three booklets, "Folk Songs of Korea", "Songs From Korea", and "Tales From Korea," also are offered for sale by the Korean Press. The first two of these books are offered at \$1 per copy, the third at \$1.50. Add 15 cents to cover cost of postage and handling.

The booklets and free materials are available from the Korean Pacific Press, 1620 Eye Street, N.W., Washington 6, D.C.

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IMPORTANT EVENTS

JANUARY

- 7 Mineral Area Principals meeting, Ironton, Jan. 7, 1953.
- 8 Missouri Music Educators Association Clinic, Columbia, Jan. 8-10, 1953.
- 12 Missouri Association of School Administrators Winter Conference, Columbia, Missouri, Jan. 12-13, 1953.
- 26 Northeast Schoolmasters, South of Highway 36, Evening meeting, Farber, Missouri, Jan. 26, 1953.

FEBRUARY

- 6 South-Central Regional Conference, NEA Department of Classroom Teachers, Lincoln, Neb., Feb. 6-7, 1953.
- 7 Celebration of 43rd Anniversary of the Boy Scouts, Feb. 7-13, 1953.
- 8 Association for Supervision and Curriculum Development Annual Convention, Cleveland, February 8-12, 1953.
- 11 Centennial Celebration of Establishment of First Highschool West Mississippi River, St. Louis, Feb. 11, 1953.
- 14 American Association of School Administrators National Convention, Atlantic City, N. J., Feb. 14-19, 1953.
- 24 Audio-Visual Department, NEA, Annual Convention, St. Louis, Feb. 24-28, 1953.

MARCH

- 5 Eighth National Conference on Higher Education, Congress Hotel, Chicago, March 5-7, 1953.
- 5 Missouri Valley Adult Education Association Conference, Continental Hotel, Kansas City, March 5-7, 1953.

APRIL

- 5 Association for Childhood Education International Study Conference, Denver, Colo., April 5-10, 1953.
- 6 Annual Convention of the International Council for Exceptional Children, Boston, Mass., April 6-11, 1953.
- 12 Midwest Regional Conference on Rural Life and Education and Midwest Conference on Administrative Leadership Serving Community Schools, NEA Department of Rural Education, Kansas City, April 12-14, 1953.
- 25 Department of Classroom Teachers of MSTA Annual Conference, Columbia, April 25, 1953.

JUNE

- 28 National Education Association Annual Convention, Miami Beach, Florida, June 28-July 3, 1953.

NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis Nov. 4-6, 1953.

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propose major improvements for PUBLIC SCHOOL RETIREMENT SYSTEM

LEGLISLATION has been prepared and will be introduced in this session of the General Assembly to make Missouri's Public School Retirement System comparable to the best systems in the United States.

The proposal, which would greatly increase the retirement benefits, provides for disability and survivors benefits, out-of-state service, additional deposits, and reinstatement of a member following his withdrawal of contributions. It has been approved by the legislative committee of the Missouri State Teachers Association, the board of Trustees of the Public School Retirement System and the actuaries of the system.

The proposed legislation would provide that the maximum retirement allowance for which a member may become eligible would be increased from \$125 per month to \$222 per month. A redetermination of the retirement allowances of all members retired prior to the date on which the law would become operative would be necessary. In many instances this would result in increases for retired members of as much as \$20 or \$25 per month.

Out-of-state Service

Out-of-state service credit for services rendered after July 1, 1946, may be purchased up to 10 years or the number of years which the member serves in Missouri subsequent to his election to purchase credit for the out-of-state service.

Prior service credit up to five years may be allowed a member of our system for service rendered

out of Missouri prior to July 1, 1946. However, the total number of years of prior service credit and purchasable membership credit cannot exceed ten years.

Optional Survivors Benefits

The measure proposes to allow a member at retirement to exercise an option whereby he may take a reduced retirement allowance and provide survivor benefits for a designated beneficiary.

Dependent Benefits

Another new feature proposed is that of benefits for surviving dependents of a member of the system. It is proposed the surviving spouse could draw as much as \$50 per month after reaching age 65.

A widow with children would be permitted to draw \$75 per month plus \$20 per child with a limit of \$60 for more than two children. The total for one family would be \$135 per month. The benefits to children would continue up to 18 years of age.

Orphaned children could draw benefits of \$50 per month each with a limit of \$100 for members of one family.

Benefits for a dependent parent would be \$50 per month for one and \$75 for two. Such a plan as the above has been in operation in the state of Ohio for several years, and it has been found satisfactory for the needs of the members of the teaching profession.

Additional Benefits

Additional benefits may be drawn by a member who has made additional deposits beyond the

contributions required in the law. These additional deposits would not be matched by the employer (school district) but would accumulate with interest to provide an additional retirement allowance for the member at retirement.

The additional deposits would be subject to withdrawal at any time prior to retirement. In case of the death of the member, the additional deposits with interest would be paid to the designated beneficiary.

Credit for Armed Services

Membership service credit may be obtained by one who served in the armed forces during an emergency involving national defense by the member paying the contributions which he would have made had he been employed as a teacher in a district covered by the system.

Disability Allowance

Particular attention has been given to the revision of the disability retirement provision. The change will provide that any member with 10 or more years of creditable service and whose age is less than 65 who is totally and permanently disabled will be entitled to receive a permanent allowance. It will be based on the creditable service with the provision that the allowance will not be less than 30 per cent of $1/12$ of the annual salary rate used in determining the member's contributions during the last full school year in which the member served.

This means that if a member contributed on an annual salary of as much as \$4,000, he would be

assured of a disability retirement allowance of not less than \$100 per month.

Return to System

A provision which will permit a member who has withdrawn from the system to repay his contributions to the system along with interest on those contributions and the member therefore be permitted to return to his status at the time of his withdrawal has been included. This would permit an individual who had taught in Missouri and had accepted employment outside of our state to return at a later date and still not be penalized by the loss of the years of service he had rendered in Missouri.

Prior Service Credit

A means has been provided whereby teachers who served before August 1, 1945, but did not serve during the period August 1, 1945 to July 1, 1950, may qualify for prior service credit for years served in this state if they return to teaching in a district included in the retirement system. A minimum of seven years of service after the subsequent return will be required before a member can qualify for prior service credit.

Five Year Minimum

Under the proposed changes, it will be necessary for a member to have five years of creditable service before being eligible for a retirement allowance. If a member is of retirement age and has less than five years of creditable service, he will be entitled to withdraw his contributions with interest.

Benefits to those who have less than five years of creditable service are too small to be meaningful and yet are an added administrative expense to the system. Also, persons with less than five years of creditable service are usually not career teachers.

Maximum Increased

It is planned to increase the maximum annual salary on which

Recommend dropping the honor roll in elementary, junior highschools

Appraising the Honor Rolls

A COMMITTEE studying the honor roll system in the Hannibal Public Schools last year recommended that the use of the honor roll in the elementary and junior highschools be eliminated and that a modified system be instituted in the senior highschools.

The committee was appointed by E. T. Miller, superintendent of schools, to appraise the Hannibal school system's published honor roll of all students with an "S" average or better in all elementary and secondary schools.

The teachers disproved the use of the honor roll in the Hannibal schools. Some 98 per cent in the elementary schools and 59 per cent in the junior highschool disproved the system, while in the two senior highschools 63 per cent were for an honor roll.

Twelve schools outside the Hannibal school system were polled and results showed that the honor roll was used most at the senior highschool level. Nine of the 12 schools questioned had honor rolls which were based on the "S" average or variations thereof.

Contributions will be withheld from \$3,000 to \$4,800. The formula for determination of retirement payments will be changed so as to provide increased benefits up to \$222 per month.

The new formula will be simple and easy to apply. For each year of membership service the member will at retirement receive an allowance in the amount of 55 cents plus 1 1/4 per cent of the final average salary.

The final average salary may be based on the best 10 consecutive years rather than the last 10 as is true at the present.

The new legislation would provide that a member with 25 or

Approximately 80 per cent of the parents of school age children questioned replied that they approved of the honor roll system. The parents felt that it was an incentive to the children, while the biggest percentage of teachers felt the honor roll created bad attitudes and was unfair to the students.

Besides a recommendation to eliminate the honor roll in the elementary and junior highschools, the committee suggested an honor roll for the top 10 per cent of the senior highschool class. It recommended recognition of the honor be made in the final school year before graduation.

Members of the committee were: Alice H. Turley, chairman, Senior Highschool; Allene K. Ashburne, Central School; Marion D. Powers, Douglass School; Helene B. Northcutt, Eugene Field School; Zelma C. Shelbourne, Mark Twain School; Trula Eddingfield, Oakwood Schools; Margaret E. Davis, Pettibone School; Mary M. Moller, Stowell School.

more years of creditable service at retirement may not receive less than \$2 per year for each year of creditable service not to exceed 40 years. This would mean a minimum of \$80 per month in retirement benefits for an individual with 40 years service.

A member with 35 years of creditable service will be permitted to retire without regard for age.

The actuary for the retirement system, Nelson and Warren of St. Louis, has made the necessary studies to determine that all of the above added benefits can be made without increasing the contribution rate above the present 4 per cent.

Learning by Doing

Third graders of Bethany School R-2 learn about Dutch people and customs by staging the operetta "A Little Bit of Holland"



HOLLAND may be far away from the third grade of Bethany, Mo., but recently at the close of the operetta "A Little Bit of Holland" by Karin Sundeloff Ashbrand, all 60 boys and girls had the feeling of being a little better acquainted with far away friends.

Room teachers, Mrs. Francis Shepard and Mrs. Juanita Clift and Mrs. Katherine Ferguson, their music supervisor, worked together to produce the operetta which they feel provided entertainment for parents and the public and for other elementary school students. The program culminated a unit of study on Holland.

Working materials for the production included library books, magazines such as Children's Activities and National Geographic, poems, pictures, and articles for display.

Children read aloud, made individual reports on homes, work, and fun of Holland's children. These reports were supplemented by pic-



by Mrs. Juanita Clift
and Mrs. Francis Shepard

tures. Charts were made and displayed around the rooms to illustrate certain facts about Holland. These were made in cursive writing. Friezes were painted including the cobblestone streets, windmills, dikes, boats, Dutch children, milk carts, flower gardens (tulip and hyacinth), and a nest of the storks. Songs, drills, and dances were a part of the music period. In art, caps and wooden shoes were made to be worn during the operetta. Three large windmills were also painted for stage decoration. Containers for tulips were a part of the room decorations.

During the actual rehearsal and staging of the operetta, we were

aware of character development which brought out the traits of the individual and the group as a whole.

1. Patience, courtesy and co-operation were required at every rehearsal.

2. Punctuality, self-confidence, self-control, and a pleasing voice were essentials for the characters.

3. Poise, carefulness, and dependability were needed by every individual as the curtain was pulled for the opening scene.

The teachers felt that every boy and girl had the feeling of belonging to "a little bit of Holland" plus the fun of preparing for the entertainment.



Religious, Cultural, Educational Differences Hurt Our Relations in the East, But Our Insisting on Changing Tradition Hurts More

Why Aren't the Asians Our Friends?

by Z. Z. Pfeist

ASIA is most of the world and the people of Asia are most of the world's people. It is five times as large as the United States and has nine times as many people.

Now, Asia, a mighty continent, which for so many decades seemed mute, mysterious and almost remote to us, has suddenly become alive, terrifyingly alive.

It is separated from Europe by only a name; from Africa only by the Suez Canal. Thus, it is no idle dream to imagine Asia's present enmity (supported by Russia) spreading across land masses of the world. As strong as we are, our civilization would be seriously threatened.

The white man's Asian world is nothing more than the ghost of what was once a great empire and in almost every land around the periphery of this continent there are men fighting the last stand of white man to retain the oil-rich deserts and the rice-covered plains.

Asians Bewildered By Us

Once the people of Asia were our friends—now they are bewildered by us. Ever since the Crusades, and until the conclusion of World War II, the Asians looked to the United States as the guardian of liberty. They felt America stood for freedom and peace. The word American acquired a radiance never equalled by any other nationality. Russia did not come into the picture at this time.

At one time we were colonials—colonials of the country that held India; the country that had taken over the customs receipts, and had

fought wars to force the sale of opium upon China. The Americans had never done any of these things. We even had kept other powers from dividing up China.

With victory, however, the picture changed. Now let us ask ourselves why the Asian is not our friend. Along the entire eastern seaboard of Asia the American is unwelcome.

In the first place, the conduct of some of our soldiers is not too good in the eyes of the Asian. Drinking alone is somewhat repulsive. Although the Asian is accustomed to corruption, he does not expect us to exhibit such bad habits. He has always been quite idealistic about us.

Are We Deceivers?

In the second place the Asians say we have deceived them. To the average Middle Easterner the United States was a silent partner to all diplomatic acts following World War II. (The British and French are not ready to liquidate their empires).

Nowhere is this feeling of fear more evident than in the case of Palestine. This has become a symbol of bad faith in international relations. The United States has never made a move to enforce the original partition plan approved by the United Nations—nor to carry out resolutions regarding Arab refugees. Furthermore, it seems that one of the main planks in our foreign policy toward backward peoples is that the dollar will succeed where good will fails.

"Man cannot live by bread alone," nor can a deeply depraved people rise up and give thanks for

tractors, modern plumbing, soft drinks and chewing gum.

Religion is a crucial force and it is the key to a better understanding of the Asian mentality. Prime Minister Nehru gives us a clue to the underlying reason why we do not understand the Asian. He says we continue to make decisions affecting the lives of Asians without taking the mind of the Asian into account.

It is obvious that our policy in Asia must command at least a majority of Asians if it is to be successful.

Begin With Imperialism

So let us begin with Western Imperialism. To Asians the presence of any Western troops, however good may be their reasons for being there, are suspected. Nearly all Asian countries have experienced imperialistic rule from the West. The Asians look upon this imperialism under three headings: (1) political (2) economic (3) cultural.

For the first, the day is over. But the second is not so well recognized. Unless this point is grasped, acceptance will not be understood. Informed Asian leaders fear that to accept financial aid is to place themselves under the direction of the Westerner.

The cultural phase of imperialism is the least understood by Westerners. It is nothing more than commercial control with cultural effects with no direct political control. It is not that information about America is not wanted—what the Asian wants is not so much cultural pressure. When they take from us, they want to choose

what they want. The contemporary mind of Asia has set itself the task of reviving her own cultural traditions and then ingrafting from the West those things that will lift the standards of living for the masses. Hence the important question that arises for Asia is which West—the democratic or the Marxist-Socialistic?

In this resurgence of Asian culture, the Communists seem to have the advantage. Communists say to the Asian: "We need you, you yourself, right now." In contrast to that: "You couldn't join the American side if you were an Asian. There isn't anything to join." All Russian propaganda is directed at national hope and oriental pride.

Counter Propaganda Needed

The West should counteract this Russian propaganda. We should say: "We need you and you need us. First, because we are all citizens on the same planet. Second, we need Asia's raw materials and you need to learn our secret of making wealth."

So far in speaking of Asia we have included both the Near East and the Far East. It will be necessary to separate the two in order to understand them.

The mentality of the Middle East comes from the prophet, Mohammed, and takes in a solid belt west of Pakistan across Africa to the Moroccan shores on the Atlantic, plus millions in the East Indies.

These peoples cry, "Back to Mohammed, back to our days of glory,"—proclaiming their will for spiritual strength and national unity. This is sure to ring through Asiatic politics loudly for the next 50 years. In this tumultuous upheaval Christianity seems to be on the retreat. As the Middle Easterner would say, "We are a democracy in which most of the people happen to be Moslems—and we are determined to remain Moslems. For generations you Christian countries have sent us missionaries to convert us. We do not want that

kind of theocracy. We want to be left alone to develop our own kind of nationalism."

Many Basic Differences

To the Moslem the separation of church and state as practiced by protestant Christianity is the rankest heresy, resulting in the forceful conduct of international relations uncontrolled by religious or ethical principles.

Another essential difference between the Christian and Islam religions is the military. To Islam the identification of this phase is necessary. It is another proof of the greatness of God. He is everywhere and in all things.

Still another characteristic is their conception of religion as passion with a repetition that impresses the Christian as monotonous. "There is no God but God." The Messiah Jesus is but the apostle of God. "Believe then in God and his apostles and say not three. God is only one God." Unreservedly a monotheistic religion. Their mosques show this—no images, idols or symbols.

Concepts Foreign to Ours

The Far Easterner's concept of the Divine is totally foreign to the Middle Easterner and Westerner's mentality. To grasp the difference let us analyze this concept.

First, let us take a look at the sky and recall what we see in a twenty-four hour period. We will begin with that part of the day just before dawn. This is when the Far Easterner begins the day. We see first an all-embracing blackness then it thins out thinner and thinner until a bright yellow curved shape appears. This curved shape becomes larger and larger until it takes the form of a large yellow sphere. Then we see an all-embracing brightness. This we call the light of day and when this sphere is at its brightest men call the event noon. Then the brightness grows thinner. Finally comes dusk and the final disappearance of the yellow sphere. Again there is an all-embracing darkness.

This cyclical sequence goes on and on. It never ceases, this sequence of night and day, from darkness to brightness and then back to darkness.

Then man looked at man. He saw the growth of middle age, the autumn of life. He also saw the cycle pick up again in the next generation. Cycles, he said are everywhere. Thus, we see one of the basic beliefs about man in the Orient—the cyclical theory.

Contributes to Corruption

This fact explains why both cows and priests indifferently walk, squat and meditate unperturbed amidst the dirt and filth in the temples and on the streets of India. According to the cyclical theory, the Far Eastern mentality reasons that since everything runs in a cycle coming back now to what and where it was, what is the use of trying to change the present state of affairs? They want tomorrow to become today. Christian missionaries tell us that as long as the Asian believes in the cyclical theory of time there will be no end to corruption in the handling of Western reforms.

Certainly no mentality is more completely western and foreign to the traditional Asian mind than the Marxist Communist with its uncompromising determinate of man. That leads us to wonder why democratic liberalism failed in China under Chiang Kaishek.

Here are the major reasons why. First, the Communist gives great attention to understanding any culture they hope eventually to take over. They put themselves on the side of the resurgence of the cultural beliefs instead of forcing foreign ideas as previous imperialisms have done.

What the Asian wants to do is to revive ancient culture and add those phases of Western culture he feels will raise the masses. This the Communist recognizes. For instance, when the Reds took over Peking, their parades thrilled

(See Asians Page 31)



Can We Increase Teaching Prestige

Profession can provide exciting challenge
but does not furnish the attraction of
unmistakable life-time ambitions

by M. Margaret Stroh*

MEMBERS of the teaching profession cannot become enthusiastic about a profession that lacks public esteem, that cannot lure into its fold the most highly-endowed young people because of the heart warming, the exciting challenge of the job it has to do; that cannot furnish the attraction of unmistakable life-time ambitions.

The teaching profession lacks prestige. It is a profession that is at once tired and confused, eager-eyed and hopeful, apathetic and disillusioned. I should like to come to grips with some basic and sometimes unpleasant realities concerning the problem of prestige and the teaching profession.

I believe the lack of prestige we suffer is due to the following causes:

No Responsibility Taken

(1) Teachers individually and as groups take no responsibility for professional proficiency and that operates against us. The organized profession has urged improvement of its educational services, but teachers have been reluctant to take positive positions and assume responsibility for the professional proficiency for which they long.

*This article is a digest of an address given by Miss M. Margaret Stroh, national executive secretary of the Delta Kappa Gamma Society, at the National Conference on Evaluating Progress and Charting the Future of Teacher Education. The conference was held in June at Western Michigan College of Education, Kalamazoo.

I know of nothing else that would bring greater returns than the insistence of individual teachers and small groups of the profession upon the maintenance of high standards of professional service; upon the selection and the preparation of all candidates who give reasonable assurance of personal and social competence. The members of the profession should by this time be ready to insist that only institutions that have adequate human and physical resources and that are seriously assuming the professional task of selecting teachers should be approved by the teaching profession.

It is logical too that the members of the teaching profession should demand reasonable working conditions and insist upon reasonable educational programs that insure reasonable service to all the children of all people.

(2) We are still in frontier stages in learning how to work with other people outside the profession. This militates against our stature.

Teachers Somewhat Remote

(3) We are not educating teachers for the world in which we live. There is still a curious detachment about teachers and about the students they are preparing to teach. They are still a somewhat cloistered group, rather remote from the momentous cross-currents that are affecting human destiny.

(4) Teachers are not coming to grips with social and economic realities.

(5) Groups and organizations of teachers rarely give much attention in their meetings to the giant sociological, anthropological, and geopolitical questions which are affecting human destiny at this moment.

(6) The profession lacks prestige, too, because people have come to expect its members to perform the most impossible assignments.

(7) We continue to draw analogies between teaching and the medical and legal professions, always to the disparagement of our own. I maintain that there can be no analogy with these professions because there are no basic likenesses except that we deal with human beings. Is it not high time that we develop some professional standards of our own that will command public respect?

Salaries Are Inadequate

(8) Well-qualified, personable young people cannot afford to teach because of the completely inadequate salaries. Our young people furthermore cannot afford to teach because of working conditions that make exhausted hags of young buoyant women who, at the end of a week, feel only sterility and disappointment in what they had expected would be an exciting, a rewarding profession.

Our highly-endowed young people cannot afford to teach because of the unreasonable demands that are made upon them by all kinds of extra-curricular activities, all kinds of conferences, all kinds of exacting requirements that prevent them from being the kind of human beings they want to be.

(9) Teachers are not clearly enough identified with their professional organizations and do not utilize their services. In consequence, because only a portion of the latent energies and professional interests of the members are utilized, our professional organizations suffer correspondingly and never command the respect they deserve.

Opportunities Limited

(10) There are still not too many administrative set-ups the country over where there is what Carroll Reed once called a "climate of opportunity." There is no opportunity for individual initiative, for creative flowering, for cooperative effort.

(11) There is still no public perception, despite the 500 citizens' committees that are in existence, even among the supposedly enlightened of the gigantic proportions of the teacher's job.

We hardly need the testimony of some 1,600 students who rated 18 selected occupations ranging from physician to bootblack in the order of public esteem. There seemed to be little evidence that teaching was rated by any of the students as having any degree of prestige comparable to other professions.

(12) Another factor that operates against the attainment of prestige is the fact that thousands of teachers of the country over are working in the most impossible schoolroom situations, eating inadequate and poorly balanced food, and enjoying few or no recreational or cultural facilities.

These things have not become a matter of great concern to the organized profession. We have given most of our attention, as far as teacher welfare is concerned, to salaries, tenure, retirement provisions, size of classes, and to the inadequacy of school plants.

(13) We lack prestige because teachers themselves—many of them at least—have no self-respect. For too long, members of the profession—many of them—have thought themselves to be the butt of ridicule and martyrs to society's demands. We teachers have no pride in the institutions in which we have received our professional education.

(14) The fact that teachers become too much engrossed with pressing, immediate, and sometimes inconsequential problems of the moment and lose the long view

is another deterrent to the attainment of public esteem.

(15) As a profession, we lack prestige because too few people belong to the hierarchy that decides issues and that undertakes to effect reforms. Surely the time is upon us when we should be reaching out and gathering in all the potential talent and vision and organizing ability that we see on the horizon.

These are some of the inexorable facts which militate against the attainment of the public esteem which we covet. I could multiply them. Practically all of these observations are based on recent experiences. It is significant to me that when I asked a number of members of the profession, "How can we achieve greater prestige for the profession?" not one said that we had any degree of public esteem.

We Are Improving

Efforts in the past 25 years to improve the lot of the teacher, despite all the blocks to progress which we have cited and many others not named, have been impressive. As Laura Zirbes says, "Teacher education is stirring." We have come a long way.

We are sure that there is a wide and genuine concern about the general education of teachers; about the need for emphasis on the learning and the development of children. We are aware that there is increasing recognition of the teacher's need for insight into the problems of inter-cultural relations, personal adjustment, guidance, and mental health. We have some evidence in the pre-professional education of teachers of many new requirements.

We rejoice that there is an increasing number of teachers that are more and more concerned with life's social problems and more interested in democratic values.

The regrettable facts that I have cited above, however, still remain. Pre-service education is still sadly deficient; there is far too much inertia in the profession; there is far too little dynamic leadership.

Amendment No. 2

THE Amendment was adopted by a majority of 238,548 and carried in 89 counties. This is a source of satisfaction and indicative of the fruits of professional solidarity. The Association financed and directed state activity on its behalf.

Reliable legal opinion indicates that the Amendment is self enforcing. The constitution now states specifically that the school district can vote bonds up to 10% of the assessed valuation and that they must be paid off in not more than twenty years.

Even though enabling legislation be not required, the Legislative Committee considers it the part of wisdom for many obvious reasons to bring existing statutes into line with Amendment No. 2 and legislation will be introduced to this effect.

Sidelights

It is estimated that 18,000 persons attended the largest state meeting in history in Kansas City. Plans are already under way looking toward another successful one in St. Louis, November 4-6, 1953.

The passage of the proposed retirement bill would make our state system one of the best in every respect. It has been prepared with the highest degree of cooperation between the Board of Trustees and Actuaries of the retirement system and the Legislative Committee of the Association. Its support should be universal, especially since according to Actuaries the improvements can be made with no increase in the contribution rate.

The Bunker Hill Committee met on December 7, to consider, among other things, improvements at the Resort for next season.

The Executive Committee meets on January 10. The major item of business is the appointment of committee members. It is suggested that the membership feel free to pass on to Committee Chairmen the benefit of their thinking at any time. Suggestions are appreciated.

It might be pointed out that the school children coverage program is being operated with-

out profit to anyone and that it is being made available only as a service to schools and particularly the children.

Sixty-one counties have reported 100% enrollment in the Association. Many more lack only one or two and will reach the goal at an early date.

The objective is every teacher a member of local, state, and national organizations.

The new conversion plan for the group life program enhances considerably its desirability.

Constitution

The proposed amendments to the Association's Constitution, as reported in the September issue, were adopted by the Assembly of Delegates in Kansas City without change. This speaks well for the Committee on Constitutional Revision. To them credit is due. The changes improve greatly the arrangement and wording. Brought up to date are provisions with respect to community associations and other areas.

It is interesting to note that the Constitution organizing the Association was adopted in 1856. In 1866 the name was changed and the organization incorporated. An amendment in 1899 created an Executive Committee of seven members. A secretary was provided for in 1909, and made a full-time position in 1914. The Legislative Committee was included in 1914. An Assembly of Delegates was established in 1919, and provision made for publication of an official organ. The number of elective members of the Executive Committee was made equal to the number of Association Districts in 1936, with the President and First Vice-President ex-officio members. The Committee on Policies and Plans was initiated at the same time and arrangement made for the First Vice-President to succeed to the Presidency. Space does not permit a listing of numerous other developments.

The Constitution has been reprinted since the Kansas City Meeting and up-to-date copies are available on request.



Contented Clayton school campers before YE BLUE BOARE INN, dining hall at Camp Sherwood Forest, Cuivre River State Park. Sixth and seventh grade children—a few eighth graders came along—liked camping so much that they wanted the experience to be extended beyond the one week which they spent away from their regular classrooms.

School CAMPING in Sherwood Forest



Time out for lunch and rest on a trip to the farm.



"Hold still, Rover. We'll help you get rid of those burrs."



Open air sketching on a conveniently low penthouse.



Optimism runs high, are getting ready for



Fish runs high, at least when you
are ready for a fishing trip.



School work meant more on trips to nearby farms. Here we test soil.



A lesson in nature's classroom; we learn how a good pond got that way.



"Tell us, Mr. County Agent, will this calf make a good dairy cow?"



Children presented evening programs. "The Family Album" was good for laughs.



Conservation ponds have a beauty and a usefulness all their own.



Teachers enjoyed camping, too. Who wouldn't, in such sylvan surroundings?



There Are Owls!

by Donald Ray Miller

THUS did Horace Mann characterize those who attacked his 1843 report to the State Board of Education in Massachusetts. In this report, Mann described and praised educational systems abroad, particularly that of Prussia, which he had observed in a recent visit to Europe. The effect of the report was to place Boston schools and schoolmasters on the defensive.

Mann's enthusiasm for the teachers and teaching methods of Prussian schools naturally disturbed his Massachusetts colleagues. The critics voiced their opinion of the educational reformer in a series of printed attacks. The quotation above illustrates the basic assumption in the structure of Mann's defense of his position.

What happened to the owls? Well, in this instance, they were

"There Are Owls, who to adapt
the world to their own eyes, would always
keep the sun from rising"

"shooed" away, for the public-spirited citizens of Massachusetts, sensing the correctness of Mann's views, rallied to the support of the report and soon raised a sum of money to aid in initiating improvements.

The Owls Are Back

But the owls, or the condition of "owliness," came back. From 1843, as well as before, to 1952, the advocates of better public schools have been stymied in every community by the owls, men and women who have little educational vision, citizens who, as one writer puts it, want to make the actual synonymous with the ideal or, who, like the world which Candide knew, accept the present as the best of all possible conditions.

And now comes the report of the Missouri Citizens Commission for the Study of Education, September, 1952.

The report, resulting from two years of comprehensive examination of Missouri's educational facilities by a committee of responsible lay citizens, looks with a critical eye at the efforts of our state to educate its youth. With reference to the standards of other states, the report employs terms, such as "insufficiently qualified teachers," "obsolete school buildings," "poorly organized school districts," and "inadequate and complicated finance structure," which easily could act as calls to battle for the owls among us who consider our schools thoroughly adequate.

Recommendations by the Commission may prove singularly irritating to those owls who think any report with so many proposed changes or revisions totally Utopian, impossible of execution, and,

if even attempted, ruinous to our state and local financial resources.

There May Be Opposition

How will Missourians receive the report? Are we all agreed on the need for vital educational improvements throughout the state, or will there be those who cannot see "eye to eye" with us? Probably, as Mann would say it, there will be "owls."

This is not an effort to pre-judge any who may oppose conscientiously our attempts to implement the work suggested in the report; it is rather an anticipation that some will oppose these efforts.

Neither is this an attempt to characterize, disparagingly, any who may raise honest objections or questions to the fight for better schools in Missouri. It simply points out that, in all probability, there will be deliberate movements throughout the state to weaken or completely repudiate the work of the Commission when we begin the actual work in the General Assembly and in local communities of revising and rebuilding our educational system.

We Need to Understand

We need to recognize that there are citizens who believe our schools are adequate and without need of change or improvement. Also, we need to be aware that there are some in Missouri who, by virtue of special and private interests, stand opposed to any public program that involves financial expenditure.

Calling our opponents "reactionaries," "dead-weights," or even "owls" will prove less effective in the long, hard struggle ahead than an intelligent understanding of the causes of the opposition.

Help them Understand about Polio

Reliable materials that teachers may adapt to the science or health curriculums have been prepared for distribution



Johnny

THE last five years of polio epidemics have brought home to the teacher the need for instruction about this disease. Anxious parents want to know what the schools think about polio, and youngsters themselves demand information. Added to the interest always stimulated by the March of Dimes, recent reports of scientific

advances raise all sorts of questions. To help teachers answer them, the National Foundation for Infantile Paralysis offers carefully tested materials which may be adapted to the science or health curriculum.

"Poliomyelitis—A Source Book for Highschool Students," is available for each student in high school science or health classes, and with each class supply, a "Teacher's Guide." Visual aids include a chart showing the action of polio virus on nerve cells, and a filmstrip in color, "Facts Fighting Fears," which may be borrowed or purchased for \$2.00. Write for publications 11, 12, 12A and 12B. If you want to borrow the filmstrip



Scientists investigating methods of growing polio virus in test-tubes. An illustration from "Poliomyelitis—A Source Book for Highschool Students."

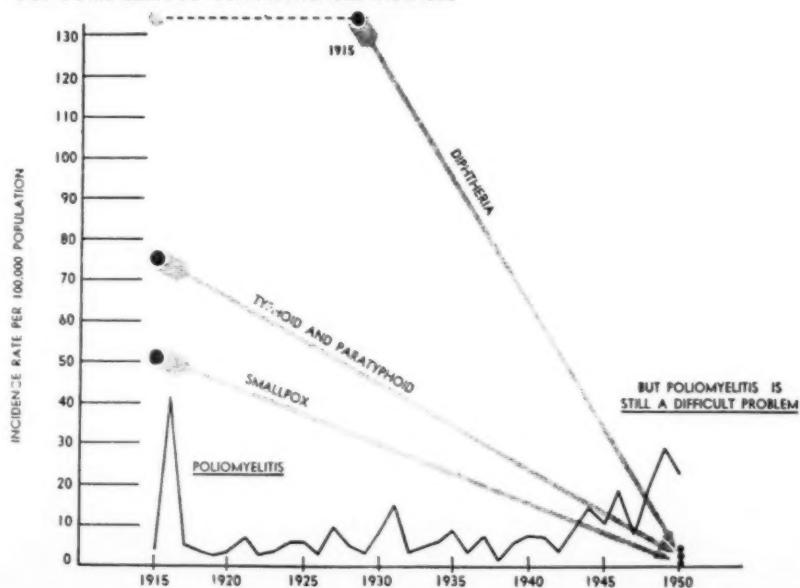
(12A), be sure to state preferred dates.

For the first and second grades, the National Foundation has developed a filmstrip, "Johnny." With appealing stick drawings and bright color, it tells the story of a little boy who got polio and recovered. Its purpose is to help reduce the fear associated with polio and with going to the hospital. Teachers who have used this filmstrip for little children feel that it accomplishes that end. It may be borrowed for a limited time or purchased for \$1.00. Write for filmstrip 18. You will receive with it a booklet and guide for its use.

Because many teachers ask for radio materials, the National Foundation prepared "A School Radio Project," which may be used for a school radio station or public address system.

All of these materials are free and may be secured by writing The Division of Public Education, the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, New York.

PUBLIC HEALTH MEASURES HAVE ALMOST WIPE OUT SOME SERIOUS COMMUNICABLE DISEASES



Items of Interest

Mary Lou Snider, formerly a teacher in the Higginsville highschool, is now teaching commerce in the Raytown highschool.

Donald C. Dean is the new principal of the North Platte highschool. Dean, who is a graduate of Central Missouri State College, has served at the Camden Point highschool for the past seven years.

John A. Rauh, superintendent of Union Public Schools, reports four classrooms and a modern cafeteria have been added to the school plant in this community. A new heating system also has been installed in the highschool building.

Mrs. Twila Veit, teacher in the Parkville highschool last year, is now employed as a teacher of junior English in the Raytown highschool and she also teaches three sections of eighth grade English in this system.

Melva Losh, teacher in the Lebanon school system last year, is now employed as the fourth grade teacher at Clever.

Edgar Van Fleet, a graduate of the University of Kansas City, is teaching eighth grade social studies in the Raytown elementary system.

Loren J. D. Murray, superintendent Clever public schools, reports that this faculty belongs 100 per cent to the National Education Association for the eighth consecutive year.

Guy Burton, a graduate of Kirksville State Teachers College last November with a major in physical education and minors in business and history, is now teaching in the Shelbyville highschool.

Delvere Cockrell, teacher of the eighth grade at Nevada, is the new principal of the Hazel Grove school in Reorganized District 7 of Jackson County.

Marian Demand, teacher of music in the Blue Springs highschool for the past four years, is now assisting J. R. Huckstep as music teacher in the Raytown highschool.

Verdys Taylor, who formerly taught at Golden City for nine years, is now employed as principal of Mason School in Reorganized District 7 of Jackson County.

Homer Kempfer, a former Missourian and recently with the U. S. Office of Education, has resigned the position to become Executive Director of the National Home Study Council in Washington, D. C.

Frank J. Lauderdale, a graduate of the University of Missouri, and a teacher in the schools of southeast Missouri for several years, was recently appointed chairman of the Department of Business Administration, Stephen F. Austin State College, Nacogdoches, Tex.

Mrs. Bertha Morris, who formerly taught at Greenfield, is now teaching seventh grade science and mathematics in the Raytown system.

Mrs. Nelle Keen has returned to Weston, Mo., to resume teaching duties. Mrs. Keen received a severe spinal injury just before school started in September and was confined to a hospital in Hutchinson, Kan. During her absence, **Mrs. Marvin Platz** taught the first grade at Weston.

Phyllis Ann Phillips, of Stanberry, is the new teacher of music in the Union Star public schools.

Henry C. Yowell, a graduate of Northeast Missouri State College and an accountant for the past eight years, is now teaching seventh grade mathematics in Raytown.

Norval D. Hazelbaker, superintendent of Mt. Grove public schools, has completed all the requirements for a doctoral degree at the University of Arkansas.

The degree will be conferred upon him at the mid-year commencement, Jan. 31.

Eva Mae Luhrs, whose home is at Rockport, is teaching spelling and physical education in the Union Star elementary school.

Dorothy Mitchell, a teacher at Bonner Springs, Kan., last year, is now teaching seventh grade art in the Raytown elementary schools. She has a Masters Degree in art from the college at Greeley, Colo.

Mildred Dodson, former teacher in Holt County, has been elected by the Union Star board of education to teach the fifth and sixth grades.

Nellie Cunningham, Latin teacher at Soldan-Blewett, retired recently after many years of faithful and generous service.

June Walsh, Kirkwood English teacher, has received a Ford Foundation Scholarship for 1952-53 to study aviation education at the University of Illinois. Miss Walsh commutes weekends in her private plane.

George E. Allred, of St. Charles, was recently employed to teach one section of the seventh grade in the Warrenton junior highschool. He replaces Mrs. Fred Petersmeyer who had been employed as a substitute.

Walter Hall has been elected by the Mexico board of education as assistant principal and industrial arts instructor at the Hardin junior highschool. Following his graduation at the University of Missouri he entered the Navy in June, 1951, and was stationed at Pearl Harbor until July, 1952.

Paul Fransham, superintendent of Louisburg public schools, reports that members of the highschool agriculture classes are dehorning cattle using the special rubber process known as the bloodless method. The class is also testing soil for acidity and phosphates.

E. B. Daniels, superintendent of District R-3 Platte County, has announced that the \$95,000 in bonds voted last summer by the patrons of the district will be used in the near future in the construction of a new elementary building that is to be completed before school starts next September.

The building will be a "Maximlite" structure with the main portion of the outside wall consisting of light directional glass blocks.

A. L. Bates, principal at Wardell Highschool, has resigned to accept the superintendency at Risco.

P. L. Archibald, has been named by the Wardell board of education to succeed Bates as principal of the Wardell highschool.

Dale Mitchell, vocational agriculture instructor, St. Charles County Reorganized District 3 at Weldon Springs, has resigned to accept a position with the U. S. Soil Conservation Service at Richmond, Mo.

Robert E. Phelps, vocational agriculture instructor in the St. Charles public schools, has resigned to accept a position with the Allied Mills, Inc.

Mrs. Ellen Buffington, teacher in the Mexico public school system, resigned her position effective Jan. 1. Miss Anna Margaret Griffin has been elected by the board of education to replace her.

S. G. Welch, superintendent, Chilhowee public schools, has announced that the board of education has under consideration for construction a building addition. The improvements would include gymnasium; primary unit, sewage disposal, toilets and lockers.

F. J. Webb, superintendent, Windsor Public Schools, has revealed that this school district has under construction a new vocational agriculture building. This will cost \$69,500 when completed for use next September.

Franc L. McCluer, president of Lindenwood College, St. Charles, has been named to the Educational Policies Commission of the NEA and the American Association of School Administrators for a 4-year term beginning January 1, 1953.

Norval P. Schaefer, superintendent, Fredericktown Public Schools, has announced that this system opened a new cafeteria Dec. 8. The building was constructed of red wall tile, plastered interior walls, with the ceiling covered with acoustical tile.

John L. Bracken, superintendent, Clayton Schools, has been appointed by the N.E.A. executive committee to represent the National Commission on Teacher Education and Professional Standards of the NEA on the 21 member council of the new agency known as the National Council for Accreditation of Teacher Education. The term will expire in 1955.

Mrs. Carroll Keitley, vocational home economics teacher at Wellsville, recently won a free set of World Book Encyclopedia in a drawing held at the November convention of the Missouri State Teachers Association. More than 1,500 teachers registered for the drawing.

Dr. Marvin Shamberger, of the Association staff, conducted the drawing which was witnessed by Paul Marshall, principal of Central Highschool in Kansas City, and Mrs. D. C. Rucker, wife of Dr. D. C. Rucker of Springfield.

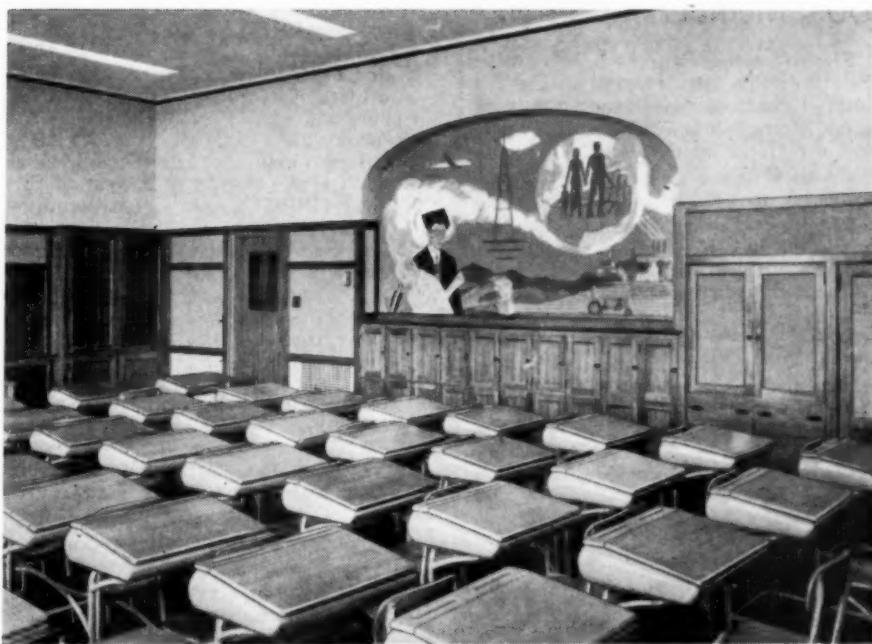
NEW LONDON VOTES BOND ISSUE

The reorganized district surrounding New London area recently voted \$115,000 in bonds to be used for the purpose of erecting a new elementary school and furnishing it with equipment. The bond issue carried by a vote of more than 3½ to 1. It is expected that the building will be ready for use by next September.

33 DISTRICTS REORGANIZE IN VERNON COUNTY

Voting in Vernon County in October consolidated 33 school districts into three. New districts are: Reorganized District 5, combining Nevada, Mo., Milo, and 17 rural districts; Reorganized District 7, combining the Bronbaugh district with the Gill School district; and Reorganized District 8, combining Sheldon and 10 rural districts.

One other proposed redistricting was defeated, according to Herbert Cooper, county superintendent.



The Advantages of Heywood-Wakefield School Furniture Have Been Proved in Classrooms—from Kindergarten Through College.

Educators and school officials from coast to coast have found Heywood-Wakefield furniture a sound choice. It withstands long years of continuous use (and frequent abuse) because its tubular steel framing is welded into an integral and virtual damage-proof unit. Equally important is the absence of special gadgets to become out of adjustment.

One of the most welcome advantages of Heywood-Wakefield furniture is its adaptability. It is light and sturdy and can be moved about, grouped and regrouped to meet the needs of each class or period. Shown above is a Heywood-Wakefield classroom equipped with S 501 LL units.

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100% Membership in NEA

The following systems have enrolled their faculties 100 per cent in the National Education Association this year. Some of these have been on the NEA honor roll for many years. The year when they began this perfect record is indicated.

The information which follows was furnished by the National Education Association and includes members enrolled and reported as of Dec. 1, 1952.

School	Superintendent
Afton (1950)	Chas. J. Mesnier
Alton (1951)	O. W. Brown
Ash Grove (1948)	Victor Lowe
Aurora (1946)	J. H. Bailey
Berkeley (1947)	Theo. L. Holman
Bolivar (1947)	Ray Wood
Bonne Terre (1948)	Howard M. Terry
Boonville (1931)	M. M. Pettigrew
Brentwood (1946)	B. Geo. Saltzman
Cabool (1943)	D. A. Ferguson
Cairo (1952)	Carl Luse
Chaffee (1949)	Fred Lewallen
Charleston (1952)	J. H. Marshall
Clayton (1924)	John L. Bracken
Clever (1948)	Loren J. D. Murray
Clinton (1952)	George D. Heltzell
Cooter (1951)	J. E. Godwin
Crane (1948)	Lee DeWitt
El Dorado Sp'gs (1952)	N. Earl Walker
Farmington (1948)	C. R. Bell
Ferguson (1948)	V. C. McCluer
Festus (1951)	Ralph B. Tynes
Fulton (1946)	Walter E. Evans
Greenfield (1951)	E. J. Roseman
Hancock (1952)	James Lindhurst
Hannibal (1951)	E. T. Miller
Hillsboro (1949)	James R. Vineyard
Holland (1951)	L. N. Kinder
House Springs (1951)	R. R. Gruetzmacher
Houston (1952)	J. B. Mitchell
Independence (1951)	L. G. Keith
Ironton (1946)	H. E. Grayum
Jackson (1950)	R. O. Hawkins
Jefferson City (1946)	Alva L. Crow
Kahoka (1950)	Orlo Smith
Kennett (1949)	H. Byron Masterson
Kirkwood (1937)	Floyd Hendricks
Ladue (1939)	Ivan C. Nicholas
Lamar (1948)	T. R. Windes
Lexington (1943)	Leslie H. Bell
Liberty (1948)	R. R. Brock
Louisiana (1947)	J. E. Whitener
Malta Bend (1947)	Paul Greene
Marshall (1947)	A. H. Bueker
Maryville (1928)	Elmer F. Klein
Mason Ridge (1952)	Robert D. Snyder
Maysville (1950)	B. W. Shepherd
Mehlville (1950)	Emil Bernard
Mexico (1950)	S. Clay Coy
Midway (1947)	Paul Mitchell
Miller (1946)	J. Lee Kreger
Monett (1947)	Earl E. Camp
Mt. Vernon (1947)	A. M. Alexander
Myrtle (1951)	Robert J. Clark
Neosho (1947)	R. W. Anderson
Nevada (1933)	C. H. Jones, Jr.
New Madrid (1952)	L. L. Schuette
Normandy (1939)	Ward E. Barnes
N. K. City (1944)	H. W. Schooling
Osborn (1952)	Howard W. Bogener
Osceola (1951)	J. B. Remington
Owensville (1952)	Leslie E. Spurgeon
Pacific (1952)	Herbert T. Baker
Paris (1944)	E. R. Le Fevre
Pineville (1951)	Sam Mouck
Poplar Bluff (1951)	Geo. R. Loughead
Renick (1950)	Dennis H. Pope
Republic (1948)	C. K. Leonard
Richmond Hgts. and Maplewood (1945)	E. R. Adams

Ritenour (1949)	Arthur A. Hoeck
Sarcoxie (1947)	Charles A. Sloan
Sikeston (1950)	Noah E. Gray
Slater (1947)	C. A. McMillan
Southwest City (1950)	Carl W. Prier
Springfield (1947)	Willard J. Graff
Stewartsville (1952)	O. A. Kelim
Strafford (1946)	Lawrence J. Ghan
Sugar Creek (1948)	J. Raymond Guy
Thayer (1950)	C. E. Pepmiller
Trenton (1943)	S. M. Rissler
Union Star (1951)	Wm. E. Booth
University City (1949)	Julius E. Warren
Valley Park (1950)	Geo. S. Knight
Washington (1951)	C. J. Burger
Webster Groves (1947)	Leonard A. Steger
Wellston (1947)	Millard M. Halter
Wentzville (1945)	Marple Agee
West Walnut Manor (1949)	M. W. Bierbaum
Willow Springs (1951)	T. G. Munford

Our membership goal for this year is 14,997. As of Dec. 1 Missouri had 11,493 members enrolled. We therefore need 3,506 members to reach our centennial action goal for this year.

If you have not enrolled in the National Education Association, please send your \$5 to Membership Division, National Education Association, 1201 16th Street, N.W., Washington 6, D.C.

SCHOOLS CAN RECLAIM BUILDINGS

School districts which during reorganization abandon school buildings and improvements after annexation have the right to have the buildings and improvements removed from the land before the land reverts to the grantors of the schoolhouse site.

This decision was made by the Supreme Court of Missouri in the April, 1952, session. The case in which this rule of law was handed down was Emard F. Board and Wife, Fern Board v. The Nevada School District.

BUSINESS TEACHERS TO MEET JAN. 31

The mid-winter meeting of the St. Louis Area Business Education Association will be held starting at 9:30 a.m., Jan. 31 at the Audio-Visual Building, 1517 South Theresa, St. Louis.

William Kottmeyer, assistant superintendent of the St. Louis Public Schools, and Dr. Elvin S. Eyster, chairman of the department of business education at the University of Indiana, will lead discussion on the topic "Evaluation for Teachers—Criteria and Procedures."

All business teachers in the bi-state metropolitan area of St. Louis are invited.

LAWRENCE COUNTY OFFERS VISUAL AIDS

Twenty-nine Lawrence County schools are included in the county's new visual education program this year.

Showing of films at all schools is integrated with actual classroom work, according to Supt. Hugh R. Hembree, and the movies are used as instruction material.

Hembree and Miss Esther Gilman, county librarian, have scheduled six showings during the school year for eight-months elementary schools and seven showings for schools in session for nine months.

TEACHER STANDARDS CHAIRMAN

John L. Bracken, superintendent of schools at Clayton, Mo., is the new chairman of the National Commission on Teacher Education and Professional Standards of the NEA.

Bracken succeeds Waurine Walker, assistant director of professional standards, Texas Education Agency. He has been a member of the commission since 1949 and was reappointed this year for a three-year term.

SIX SCHOOLS MARCH IN WEST PLAINS FESTIVAL

Six schools participated in the third annual Marching Festival held at West Plains in October.

Bands and drum and bugle corps from Ava, Mountain Grove, Willow Springs, Houston, Thayer, and West Plains played and marched in the festival. The West Plains music department reported that \$126.21 was netted from the event.

LIP-READING OFFERED

For the first time a daily class in lip-reading for students with hearing deficiencies is being offered in the Lexington public schools.

The class is composed of students with moderate or moderately severe hearing loss and meets for one-half hour each day. Until this year lip-reading was offered to individual pupils at Lexington but training was not given daily.

The children actually read speech with their eyes and learn to develop keen observation of facial expressions. They also learn how various sounds and words look on the lips in this formal course of instruction.

LEOLIA REYNOLDS RETIRES AFTER 50 YEARS

Miss Leolia Reynolds, who recently retired from teaching after 50 years in the Hannibal Public school system, was honored on her retirement at a dinner given by the board of education for Hannibal teachers and school secretaries.

Elgin T. Fuller, president of the board, presented Miss Reynolds with resolutions adopted by the school group in appreciation of her service. She received an orchid, a gift of the school principals, Supt. E. T. Miller, Miss Georgia A. Davis, secretary of the board, and Miss Mary E. Wiehe, supervisor of art.

Miss Reynolds was principal of Mark Twain school for 29 years and since 1947 has served as teacher and vice-principal.

**SUPERINTENDENTS MEET
JAN. 12-13, COLUMBIA**



DR. MARK BILLS
Guest Speaker

The general theme for the meeting of the Missouri Association of School Administrators Jan. 12-13 in Columbia will be "The Role of the Superintendent in the Improvement of Education in Missouri."

Panel discussions will deal with such vital subjects as "The Board of Education and the Superintendent," "The Staff and the Superintendent," and "The Community and the Superintendent."

Dr. Mark Bills, superintendent of Schools, Kansas City, will address the group at the dinner meeting on Monday evening, Jan. 12, at the new Student Union Building, University of Missouri.

It is expected that between 300 and 400 superintendents of schools from

over the state will be in attendance.

The officers of the association are: president, C. M. Bell, Hayti; vice-chairman, A. M. Alexander, Mt. Vernon; secretary, Earl Gray, Brookfield; and treasurer, Everett Keith, Columbia.

**TOUR TO MEXICO
AUGUST 8-23, 1953**

The Teachers College at Kirksville is offering an all-expense educational tour by train to Mexico August 8-23. Mexico offers the very finest in traditions, history, scenery and education. This tour includes six days in enchanting Mexico City, with lodging at the lovely Del Prado Hotel.

Visits with excellent English speaking guides are made to Guadalupe, the Pyramids, Pueblo, Onizaba, Fortin, Tehucan where you stay in the lovely Penefiel Hotel for two nights, Xochimilco, Cuernavaca, Taxco. Complete tours of the city are made.

The trip will cost from about \$300. Information may be had by writing G. H. Jamison, State Teachers College, Kirksville, Missouri.

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- Pupils learn to think, to reason, to use alternate methods.
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MEXICO PLANS SUMMER SCHOOL

The Mexico, Mo., Board of Education will sponsor a summer school starting next summer. Teachers for the program will be recruited from present staff members and tuition will be charged to pay the teachers.

Facilities of the classes will be furnished by the Mexico school district without charge and the school will be directed by Joseph Hodgin, assistant principal of Mexico Highschool.

The summer program will give students an opportunity to make up courses failed or take subjects like typing which could not be worked into the class schedule during the regular school year.

NEA SEEKS LARGER HEADQUARTERS

The NEA board of trustees, executive committee and board of directors have launched a campaign to raise a five million dollar building fund to finance the enlargement of the NEA center in Washington, D. C.

This project is part of the Centennial Action Program from 1951-57 which calls for a more effective NEA.

"Every member, every local association and every state association will have an opportunity to share in the fulfillment of this important undertaking when further plans are announced soon," according to NEA president, Sarah C. Caldwell, and the executive secretary, William G. Carr.

The activities of the Association are presently housed in six scattered buildings—the old Guggenheim residence, a hotel, a converted dwelling, a garage, a converted warehouse and an office building. These buildings are adequate for only 200 employees and more than 500 are now working in the NEA headquarters staff.

HAYTI BUILDINGS NEAR COMPLETION

Two units of the Hayti building program started in 1949 are more than half completed. They are a gymnasium at the Negro school and an auditorium-gymnasium at the elementary school.

Twelve classrooms already have been completed in the project which has been financed by an \$83,000 bond issue. Total cost of all units will be \$237,000.

NEW REPORT CARDS

County Supt. Mrs. Marjorie Aikmus, explained the new cumulative report cards used in the Weston schools at a PTA meeting recently.

Marvin Fleming, principal of Park Hill highschool, suggested new and better grading systems for the highschools and Lyle Hensley, superintendent of R-1 district, talked on the importance of cumulative records in the student's later life.

SPICKARD ADDS LUNCHROOM

The Spickard School has recently added a lunchroom to its facilities which feeds 175 of the 215 students, according to Supt. Jas. E. Judd.

Judd also tells us that drivers training has been added to the Spickard curriculum, and that Mrs. Joyce Price is a new teacher in the school system which has 11 teachers.

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STATE MUSIC CLINIC TO MEET IN COLUMBIA

The music clinic of the Missouri Music Educators Association will be held Jan. 8-10 in Columbia.

An all-state band is being formed for the clinic, and highschool choirs, orchestras and other music groups will attend.

The Jan. 8 program calls for board and committee meetings in the morning, a band and a junior highschool vocal session in the afternoon. A sight-reading lesson of orchestral and vocal materials also is scheduled. Music groups from the University of Missouri will furnish the evening's entertainment.

Friday, Jan. 9, highschool vocal and orchestral clinics will meet and the all-state band will be organized. In the afternoon, elementary and highschool vocal, band and orchestra sessions will be held. State groups will provide dinner music at the annual banquet Friday night.

The Saturday morning sessions will emphasize elementary music and highschool vocal and band concerts.

SALARIES INCREASING IN NORTHEAST MISSOURI

Salaries of teachers and non-certified employees of schools in Northeast Missouri have increased in the past year and school valuations also have increased according to the 1952 survey of the Northeast Missouri Schoolmasters Club.

The survey of 37 schools shows that in 1952: (1) more schools paid teachers on a 12 rather than a nine month basis, (2) more schools provided for participation in social security for non-certified employees, (3) teachers salaries have increased \$200 to \$400 since 1951, mostly from an increase in state aid, (4) school levies have changed little (from \$1.94 to \$2.02), and (5) valuations have increased on an average \$400,000 for the 37 schools (the largest increase was \$2,000,000).

The survey also showed an average salary of \$2,792.73 for highschool and \$2,285.14 for elementary school teachers. Average enrollment in these schools was 695.

Other items surveyed were: average per pupil costs—high school \$244, elementary \$159; average tuition—high school \$196, elementary \$114; transportation costs \$84; average substitute salary \$8.86; bus driver salary \$97.68;

custodian salary \$158.25; secretary salary \$154; lunch room salaries \$87.80. All salaries are monthly figures.

NAYLOR TEACHERS ORGANIZE CTA

A Community Teachers Association has been organized this year by the faculty of the Ripley County Reorganized School District No. 2 at Naylor. Meetings are held twice each semester with outside speakers leading discussions on current scholastic problems.

The last meeting of the Association was a Thanksgiving turkey dinner at the highschool gymnasium. The group is now sponsoring an extension course in audio-visual education.

Officers of the Association are: President, Mrs. Imogene Webb, 2nd grade teacher at Central School; vice-president, Yeamon King, upper grades teacher at the Torch Wing School; and secretary-treasurer, Lloyd Fugate driver's training instructor. James E. Holland is superintendent of the district.

New Horizons in Teaching
Hoping this will be interesting and helpful to you •

Concerning LITTLE BEGINNERS AND THEIR READING



Here's an inexpensive booklet in keeping with modern primary teaching. It shows parents how easy it is to give home help to youngsters learning to read.

The name of this booklet is "Ways You Can Help Your Child with Reading". Although directed to mothers and fathers, it is proving to be very popular with teachers because it actually helps them with their job.

The author, Sally L. Casey, is an educator in the primary school field. Her suggestions are based upon practical experience and also upon many helpful recommendations from Dr. Robert Reichart,



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Superintendent of Schools
Syracuse, N. Y.

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Georgia Gant Winn
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FRIENDS HONOR RETIRING MISS HENDRICKS



PEARL HENDRICKS

Friends, former students and neighbors recently paid tribute to Miss Pearl Hendricks, for her 34 years of service in the primary department of the Altamont, Mo., schools.

A program in honor of Miss Hendricks, who is retiring this year, was held in the Altamont Methodist Church and featured music, talks and a presentation of mementos.

County Supt. E. C. McNitt and other school officials thanked Miss Hendricks for the part she had played in Altamont education.

Miss Hendricks taught all 34 years in the same school room and during those years 603 pupils studied under her. She taught at one time or another grades 1 through 4 and for a time was principal of the grade school system. She also sponsored a school lunch program.

She made a big contribution to community organizations outside of school, particularly church.

Miss Hendricks and her mother will move to Oklahoma where they will make their new home.

CLASSROOM TEACHERS TO MEET FEB. 6-7

The 12th Annual South Central Regional Conference of the Department of Classroom Teachers of the NEA will be held Feb. 6-7 in Lincoln, Neb. The theme of the conference is "United, Democratic Profession for Service."

The conference is designed for training of local leaders. States included in the South Central region are: Missouri, Arkansas, Kansas, Louisiana, Nebraska, Oklahoma and Texas.

Registration will begin at 3 p.m. Feb. 6, and the first general session will begin that evening. Presidents of all state departments will report at the first session and a skit entitled "A

Teacher Is a Teacher" will be presented.

A breakfast for state department presidents and advisory council members is planned for Feb. 7. The conference also will include addresses by Alice Latta, president, and Miss Hilda Maehling, executive-secretary, of the NEA Department of Classroom Teachers. Discussion groups have been set up on "Making the CAP Fit" and "Information Please—a Study of NEA Charter and By-Laws."

SOUTHEAST MO. STATE PLANS NEW LABORATORY

President Walter W. Parker, of Southeast Missouri State College, has authorized an outlay of funds to equip a new industrial arts laboratory for machine woodworking and to revise existing facilities of the composite general shop. The completed program will provide greater flexibility in scheduling training school classes and classes in teacher education.

Prof. Amos G. William's class in content and methods has prepared detailed plans for the organization and shop-planning phase of the current expansion. The reorganized department at Cape Girardeau will have four laboratories consisting of a large composite, general shop, a unit woodworking shop, a machine shop and a large drafting room.

Adjacent to the woodworking laboratory, a finishing room with a modern spray booth is planned. Full attic storage is available and a working library is conveniently located between instructors' offices.

LINDENWOOD FTA INITIATES 44 MEMBERS

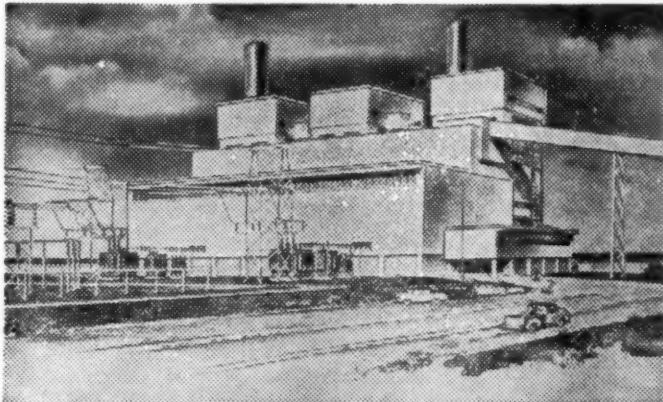
Forty-four new members were initiated recently into Sibley Chapter of Future Teachers of America at Lindenwood College, bringing to 64 the total number of members. This number represents 19 per cent of the total student body of the college.

Richard Dabney, director of special education of the Missouri State Department of Education, addressed the students at an initiation ceremony at which Miss Carolyn White of West Point, Miss., a senior and president of the chapter, presided. Prof. Bremen Van Bibber, chairman of the Lindenwood department of education and faculty sponsor of the group, introduced Dabney.

As part of the ceremony, Miss Diane Dickey of Downers Grove, Ill., a senior, gave a brief history of FTA in which she pointed out that Sibley Chapter, founded in 1941, was named the banner chapter for 1946-47. Miss Carol Wideman of Alton, Ill., and Miss Margaret Conrad of Lucas, Ia., lighted 11 candles as they paid tribute to 11 attributes of the teacher—as a prophet, artist, friend, citizen, interpreter, builder, culture builder, planner, pioneer, reformer and believer.

Purposes of the FTA were outlined for initiates by Miss Margaret Pfoff of

BUILDING AHEAD TO PROVIDE MORE ELECTRIC POWER FOR A GREAT AND GROWING AREA!



HAWTHORN STATION, Kansas City Power & Light Company's new 50-million-dollar electric generating plant, located on the Missouri river in the Northeast Industrial district of Kansas City, Missouri.

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HAWTHORN STATION, now in partial service, is only one phase of an 11-year construction program, totaling approximately 110 million dollars . . . to insure an adequate supply of dependable, low-cost electric service. When completed in 1955, this new power plant will have a generating capacity of 332,000 kilowatts . . . placing it among the largest electric production installations in Missouri.

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School

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City State

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Rochelle, Ill., chapter vice-president, and the future teacher's pledge was administered by Miss Marlene Eitmann of Waterloo, Ill., secretary.

Prof. Van Bibber read statements explaining the satisfaction from teaching and the dignity of the profession written by Ben P. Brodinsky and William Lyon Phelps.

100% Counties

The following counties have reported complete enrollments in the Missouri State Teachers Association for this year:

County	County Supt.
Adair	Mrs. Stella Hills
Andrew	Miss Daisy E. Robins
Atchison	S. W. Skelton
Audrain	Howard Maxwell
Barton	Donald Lee
Benton	John Owen
Bollinger	Glenn A. Seabaugh
Boone	C. D. Thorp
Buchanan	Leonard Jones
Camden	W. R. Henry
Carroll	J. A. Burnside
Cedar	Woodford Wilson
Chariton	Mrs. Zoe A. Wiley
Clark	A. W. Brightwell
Clay	Ralph W. Ballew
Clinton	Mrs. W. Leslie Myers
Cooper	Chas. A. Repp
Dade	Albert Godfrey
Daviess	Ernest C. McNitt
DeKalb	H. C. Holt
Franklin	O. E. Burke
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Others lack only two or three and will be in the 100% column before long.

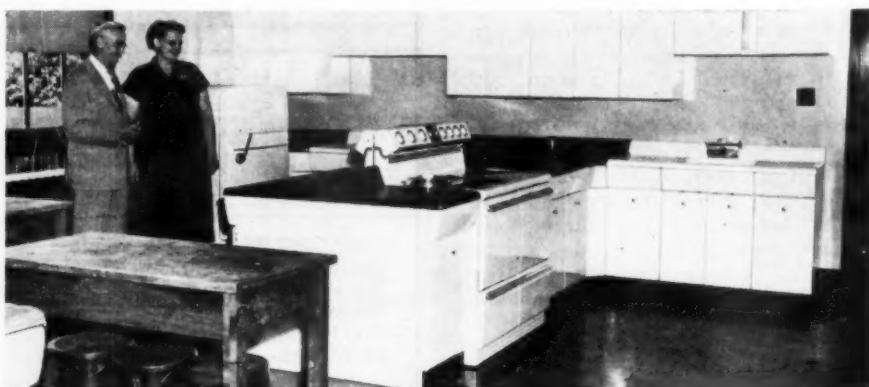
LADUE TEACHER WRITES NEW BOOK

McMillan Lewis, a teacher of history and government at New Horton Watkins Highschool in Ladue, is the author of a new book, "Woodrow Wilson of Princeton," which recently was released by the Livingston Publishing Company of Narberth, Pa.

Lewis, a graduate of Princeton, wrote the book from a collection of anecdotes and human impressions of Wilson which he obtained from answers to a circular letter to 4,000 Princeton Alumni from 1898 to 1915. The book is an expansion of a Master's thesis which Lewis wrote at Trinity College, Hartford, Conn.

The anecdotes deal mostly with Wilson as a schoolteacher and his transition from professor to politician and President.

Lewis has done post-graduate work at Oxford University and also has been active in politics. He was a state representative in 1932 and a state senator from 1934 to 1938. He has been teaching at Ladue for one year and he claims his only teaching theory is: "Be friends with the kids. If they like you, they'll work for you."



H. G. Puckett, superintendent of the Savannah, Mo., public schools, and Miss Beulah Pauline Campbell, vocational home economics instructor, look over Savannah highschool's new home economics kitchens. The school has installed four of the all-steel "American Kitchens" in the department.

DEATHS

ANNIE M. HUBBELL

Annie Margaret Hubbell, 92, a life-long primary teacher in Missouri, died Oct. 27 in King City.

Miss Hubbell was the first woman county superintendent of Mercer County. Her last 25 years of teaching were spent in St. Louis County schools. She retired at the age of 79 after an accident impaired her health.

JACOB HARDCASTLE

Jacob Hardcastle, 82, a teacher in Ripley County schools for more than 30 years, died recently at his home in Doniphan after a long illness.

Mr. Hardcastle was educated in Stoddard and Ripley county schools and spent most of his life teaching rural school children. He also was a former Circuit Court clerk and judge of Magistrate Court in Ripley County.

CLEMENTINE TRIPPLETT

Miss Clementine Triplett, a member of the Bristol school faculty in Webster Groves for many years, passed away at her home in Kirkwood on Sept. 15.

Through her encouragement, many pupils were stimulated to do special work in music, graphic arts, and dramatics.

DAISIE WILLIAMS

Miss Daisie B. Williams, 75, a long-time teacher from Nevada, Mo., died recently while attending a meeting at the Methodist Educational Center in Nevada.

Miss Williams was graduated from Nevada schools, Cottey College and the Scarritt College of Religious Education in Kansas City. Later she attended the Moody Bible Institute in Chicago.

She taught for many years at Methodist colleges in Florida, Louisiana and Georgia and later returned to Moody Bible Institute as an instructor.

EDWARD FOARD

Edward Tomson Foard, 82, former superintendent of Doniphan schools, died recently in the Community Hospital of Doniphan of a heart attack.

Mr. Foard was a teacher for 58 years, 54 of which were spent in the Ripley County schools. He was superintendent at Doniphan for 30 years before retiring in May, 1947.

He is credited with introducing vocational agriculture, home economics, music and commerce into the Doniphan highschool curriculum. He also was instrumental in merging rural and Doniphan school districts, thus increasing highschool enrollment from 100 to 400.

Mr. Foard taught several years after retiring as superintendent and remained active in school affairs until two years ago. He attended the Southeast Missouri Teachers Association meeting the day before becoming ill.

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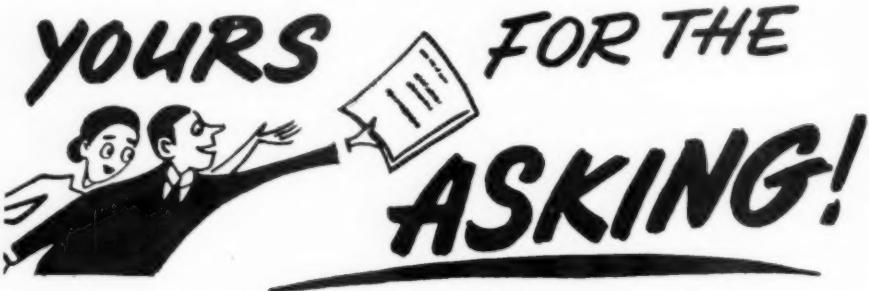
**CALIFORNIA INCREASES
AID TO SCHOOLS**

California voters overwhelmingly passed two school finance measures submitted by the California Teachers Association at the Nov. 4 election.

The first measure, a constitutional amendment increasing minimum state aid from the \$120 per unit of a.d.a. fixed in 1946 to \$180, was opposed by the State Real Estate Association, the California Farm Bureau Federation, and the California Taxpayers Associa-

tion. It carried by a majority of more than one million votes and increases state aid to local school districts by about \$70,000,000 a year.

Immediately preceding the Teachers Association decision to submit this matter to the voters, the state legislature increased state aid to schools by \$23,000,000. This amount, along with the \$70,000,000, brings annual gains in school finance resulting from CTA action in the last eight months to \$93,000,000 a year.



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13a **New Film catalog for 1952-53.** Lists and describes over a thousand 16mm sound films of practically all educational producers. Cross-indexed by title and subject matter and shows grade level suitability. (Ray Swank-Distributors)

30a **Catalog**, 60 pages, illustrating and describing Worktext, Workbooks and their instructional aids available for all elementary and high school subjects in the fields of mathematics, science, music, tests, reading, history, health, shopwork and many others. (The Steck Company)

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SCHOOL AND COMMUNITY

ASIANS

(From Page 12)

thousands jamming the streets because the Reds sang old Chinese folk songs. In other words, the Chinese felt that the Communists were taking them back to their own traditions rather than forcing on them an artificial culture.

Communist Leaders Trained

Second, when the Russian Communists turn to introduction of their own mentality, they train natives in Moscow and send them, not foreigners, back to teach and reach the people. Communism starts with the people, not with governments. It takes them as they were and where they were. It wears their kind of clothes; it eats their kind of food; it exploits their misery, and it plays on their hopes and fears at the people's level. It steals and twists some of our finest principles—"the brotherhood of man" and "government of the people, by the people and for the people." The Marxist knows that if you do not capture the mind, anything else you do will not succeed.

Third, the Communists succeeded in China because Chiang Kaishek failed long before the Americans stopped backing him. He failed because he was unable to make compatible the doctrine of family obligation of his Chinese confucianism with his "Methodist Christianity and Western nationalism."

This loyalty of the family over community (which Marxism requires) is stronger than one's feeling for strangers. In the Far East, one's duty is to one's family—not to the community.

What Can Democracy Do?

Now let us ask the question: What can Democracy do to win back the Asian?

First, democracy can win if we remember our heritage of freedom—that every man is his brother's keeper, that it is for us, the living, to be dedicated to the unfinished task, that this world under God

shall have a new birth of freedom.

Second, democracy can win by sending abroad a "foreign service infantry" trained to teach and practice the true meaning of freedom—willing and able to soil their hands in helping others help themselves. Not the tea-cup, top-hat kind who keep a sanitary distance from the masses.

Can't Remake Asia

Third, democracy can win if we abandon the dream of transplanting our streamlined 20th century civilization among people who still live in a backward society. We cannot boast about our skyscrapers to illiterate people who live in one-room dirt floor shacks.

Fourth, democracy can win if we do not keep mum, as we did in China, about the shameful record of Russian communism. We can portray to a despairing people the pitfalls of communism and clearly give the democratic path to prosperity and dignity—so that the people can choose, not between nylons and communism but between slavery and liberty—lies and truth—life and death.

Fifth, democracy can win if we invite to the West the best foreign students, not by the hundreds, but by the tens of thousands, to see for themselves how we work for high living standards and freedom. Then, after they return to their home lands, maintain contact, swap ideas and methods between their native countries and the West.

Let us remember that Communists have done and are doing all they can to make the times in which we live tragic and desperate. For how tragic it is that these glorious ancient civilizations which are Asian and Islamic now in resurgence, cannot draw at their leisure in their own way upon the equally glorious civilizations of Hebrew-Christian, Graeco-Roman, modern-liberalized West and even upon Karl Marx's original thought, without having their hands and our hands forced by Moscow.

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SCHOOL AND COMMUNITY

Mo. State Teachers Ass'n.
Columbia, Missouri

EDITORIALS

Assembly Begins Work Jan. 7

REPRESENTATIVES and senators from over Missouri will meet at the Capitol Building Jan. 7 to open the first session of the 67th General Assembly.

We hope teachers and superintendents are already personally acquainted with their senator and representative. If not you should immediately get acquainted with your legislators. Extend to them a cordial invitation to attend school functions. Recognize them by asking them to attend or even address a Community Teachers Association meeting.

It is much better to get acquainted with legislators at home than to meet them on a business errand for the first time in the legislative halls of Jefferson City.

You can be much more helpful to the members of the General Assembly if you have explained to them the needs of our school children and of the profession before such problems arise.

From the standpoint of school legislation this will be a very important session. The Legislature will have before it for consideration among other educational proposals the following measures recommended by the Delegate Assembly and sponsored by your MSTA Legislative Committee: (1) broad and far-reaching provisions for the betterment of the Public School Retirement system, (2) a fair dismissal bill—to strengthen the security of the teaching position, (3) a bill to harmonize the statutes with the provision of constitutional Amendment 2, passed Nov. 4, and (4) a proposal to make certain legal holidays school holidays.

It is understood the Citizens Commission will sponsor legislation growing out of the work of the group including school financing.

For a successful legislature it takes a lot of preplanning, a lot of on the job initiative, a lot of follow-up and the united effort of all at all times.

Convention Compensation

PAYMENT of additional salary to members of a school faculty for attendance at a state teachers convention is something new.

This innovation was begun last year in the Rolla public schools when they added \$15 to the salary of each teacher that attended the State Convention of the Missouri State Teachers Association.

Upon recommendation of the Superintendent, this year the Rolla Board of Education wrote a clause into each teacher's regular yearly contract that provides \$40 more salary per teacher for each one that goes to the MSTA Convention. If the teacher does not go to the convention he does not get the \$40.

In the minds of those establishing this policy it has considerable merit. The Board of Education believes it is recognizing the professional growth, inspiration and stimulation that it is possible for teachers to receive by attending the convention. The board is willing to pay for this just as some boards add additional salary for travel, summer school, extension or in-service courses.

The policy certainly removes any budget strain that the cost of going to the convention might cause an individual.

Several reasons are advanced for adding the \$40 to the salary rather than granting the money as travel expense. As salary it will count toward retirement. Since expense in attendance at the convention can be deducted on the income tax return there is no advantage in securing the money through an expense account route.

In addition to the above compensation, the Rolla Community Teachers Association pays the salary of a substitute for the extra time a teacher must be away when elected to the Delegate Assembly of the MSTA. Funds for this come from dues of \$1 a member, assessed by the organization.

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August	28—Friday, second term in School of Law closes

The Summer Session Program

The Summer Session is organized as one eight week term in all divisions of the University except in the School of Law. The program will be University-wide in scope with all departments and divisions offering courses for Summer Session students.

In addition to the regular offering of courses, specially arranged opportunities will be available in seminars, conferences, lectures, problems courses, music events, visual education, child study clinic, observations, demonstration teaching, dramatic productions, counseling, and recreation.

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